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ABSTRACT

This module allows the learner to examine the manner in which he/she interacts by providing a sample of possible interactions and having the learner demonstrate human relations skills by interacting with others. Role playing, group discussion, and feedback form the crux of this module. (MJM)

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Competency-Based Teacher Education

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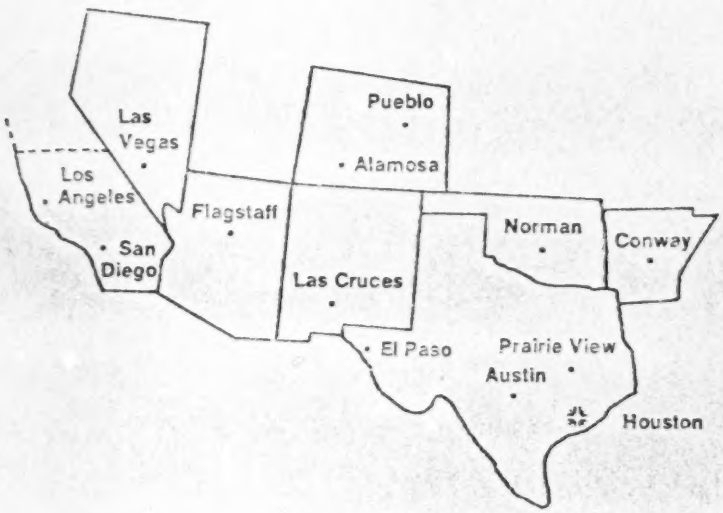

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AFFECTIVE

11.0

Teacher Interaction

Compiled by:

Sherry B. Borgers

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AFFECTIVE 11

I. IDENTIFIERS:

A. Module Name:

Teacher Interaction

B. Compiled by:

Sherry B. Borgers

G. Robert Ward

C. Area:

Affective

D. Number:

11

II. PROSPECTUS:

A. Rationale:

Interaction with others is a critical aspect of a teacher's professional skills; therefore, it is important that you examine your style of interacting.

B. Purpose:

As a teacher you will spend a great deal of time interacting with pupils, parents, other teachers, and administrators. This module allows you to examine the manner in which you interact by providing a sample of possible situations and asking you to demonstrate human relations skills as you interact with others.

C. Overview of Module:

1. Form a group of 8-12 persons and set a time for a 2 hour seminar.

2. Attend the seminar and participate in the activities.

D. Terminal Objectives:

The terminal objective is exploratory in nature.

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Upon completion of this module you will have practiced interacting with others through role playing; and you will have received feedback from the group as to your effectiveness.

E. How to Complete Module:

Form a group of 8-12 persons. Attend a seminar and participate in the activities.

III. PREREQUISITES:

None

IV. ENABLING OBJECTIVES:

None

V. PRE-ASSESSMENT:

None

VI. ACTIVITIES:

A. General Instructions:

These activities provide practice in the area of teacher interaction. If you do not invest yourself, you will get little from the activities. They may be superficial, or they may have depth; this depends on you.

> If you have questions, if you have concerns, or if a particular task seems to be difficult for you, please contact the instructor. Remember to complete the module as honestly as possible so that you can gain the maximum benefit from the suggested activities.

B. Specific Activities:

11.1 Form a group of 8-12 persons; contact the instructor and set a time for a 2 hour seminar.

11.2 Attend the seminar and participate in the activities.

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a. Instructions for activities:

The instructor will give you a situation. He will ask one of you to play the teacher role, and he will ask one or more of you to play other roles. Group members not playing roles will observe and give feedback. At any time the instructor may stop the role playing and ask for feedback.

b. Situations:

(1) Situation 1:

You have asked a student to stop fighting in the hall. He did not stop so you told him to come to your room after school. When he comes you ask why he did not obey your request. At first he refuses to answer, but then he tells you that he does not like you because you are prejudiced against Chicanos.

(2) Situation 2:

You are a kind, concerned teacher. Your students ignore you when you ask them to be quiet, or either they stop talking for only a short time. When you work with them, they will not pay attention; they get up and walk around or talk or ask irrelevant questions. You like the students and teaching, but discipline is a problem, and you are scared that you cannot handle the situation.

(3) Situation 3:

Your principal is a competent administrator, but you do not like him. You believe he sees

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only one side of an issue. His point of view and your point of view are never the same. Frequently the two of you disagree, and you are beginning to feel as if you are always in trouble. Most recently you and he disagreed about the dress code. Although you do not like him personally, you realize that you do have to work with him. Today he has asked you to come to his office to continue the discussion about the dress code.

(4) Situation 4:

You know that one of your students missed your class to go to a picnic. He had a major assignment due that day; when he returned to school, you refused to accept the assignment. His mother and father come to the school to see you. They tell you that their son had their permission to be absent. They also point out that he is a good student and insist that you accept the assignment.

(5) Situation 5:

One of your home room students has come to you quite upset. She is receiving a poor mark in history because she did not turn in a report on Communism. Her parents have forbidden her to read books in this area; however, she is embarassed for anyone other than you to know this. She asks you not to tell anyone. Today her history teacher comes to talk to you. He explains that he is con-

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cerned about this student and wonders if you can help. If the student does not do the assignment, her grade for the semester will be affected, and her chances for the honor society will be lessened. He asks if you have any idea why the student did not do the assignment.

VII. POST ASSESSMENT:

None